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ABSTRACT

Guidance and career education is a whole-school program that provides students with the opportunity to understand, develop, and apply the concepts in three areas of learning: student development, interpersonal development, and career development. This paper outlines some of the suggested philosophies, programs, and resources available to help school guidance and career education programs reach their goals. Ten initiatives are outlined that address many of the student, interpersonal, and career development competencies outlined in the Ontario school district policy document. The initiatives are planned, preventive, and proactive, and allow opportunities for students to build on their competency levels. (JDM)

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Comprehensive School Guidance Planning in Ontario, Canada.

Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey

by
Kathy Lott

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Comprehensive School Guidance Planning in Ontario, Canada

Building your Elementary School Guidance Program:
Implementing *Choices into Action* in your school
while getting ready for the Program Effectiveness Survey.

written by Kathy Lott,
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We know that Guidance and Career Education is a whole-school program which provides all students with the opportunity to understand, develop and apply the concepts in three areas of learning: Student Development, Interpersonal Development and Career Development. We know that the Guidance and Career Education program is comprehensive, developmental and applied. We know that the program offers learning opportunities with clearly stated competencies for grades 1 to 6, grades 7 and 8, and grades 9 to 12. And we know that the development of these competencies is to be accomplished through a range of program delivery components including The Ontario Curriculum, orientation and exit programs, the annual education plan, academic and career portfolios, the teacher-adviser program, career exploration activities, workshops, seminars, and small groups, mentorship programs, peer assistance programs and individual assistance and short-term counselling.

But what resources are we using? What is available to counsellors? How do we provide on-going opportunites for students to achieve the competencies as mandated in *Choices into Action* and improve student success? This article will hope to outline some of the suggested philosophies, programs and resources that are available to enrich your school's guidance and career education program plan. The initiatives outlined here have been chosen because they each address many of the student, interpersonal and career development competencies as outlined in our policy document, Choices into Action. They are planned, preventive, and proactive. All allow opportunities for students to build on their competency levels. My top 10 list is as follows:

1. Premier Agendas and Planners (a Franklin-Covey company) are designed to help students be successful in school. Agendas have proven their effectiveness as more than just homework books. Premier offers features and customization that schools need in a planning tool. Premier offers a new *Character Education* component to add to the front of your school agenda that matches school wide guidance initiatives and addresses many CIA competencies beautifully! Premier Agendas are a tool for success: helping students dream big ... set goals to achieve those dreams ... create action plans for accomplishment ... and improve interpersonal skills along the way. If your school is not already using agendas as a valuable teaching tool with your students, or you want to learn more about what Premier has to offer, check out their web site at http://www.fcpremier.com.

2. Goals For Growth is an elementary goal setting program developed by authors Melinda Harrison and Mary Bloch that outlines how to effectively teach goal setting. The grade level units include student journals that build from simple to complex concepts as the student matures.

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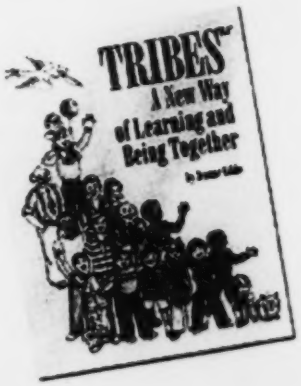
The program also includes a home/school connection for improving communication and accountability. Accompanying teachers' manuals provide day-to-day lesson plans as well as comments and rubrics that can be used for assessment. The authors have also linked their **Goals for Growth** units with the CIA competenices! Student journals and teachers' manuals for Grades 1 to 8 take students from the introduction of the goal setting process to consolidation of terms and application of this life-long skill. Goals for Growth is a great way to improve the skills students need to write their Ontario Provincial Report Card reflections (page 3 of the report card) and a a training ground for students who need valuable goal setting skills to write effective Annual Education Plans.

Web site http://www.goalsforgrowth.com/ and for further information: you can email: mail@goalsforgrowth.com or telephone: 905-844-4211

3. **The Future Aces Philosophy and Foundation** are the remarkable achievement of one man's dream – Herbert H. Carnegie. Mr. Carnegie turned the racism he was subjected to as a young mane into a career of valuing differences and enhancing positive life skills with youth. He has devoted his lifetime to the promotion of harmony and has encouraged the talents of many young people through his Future Aces Foundation.The Future Aces creed includes 12 positive statements that provide guidance in developing a life plan for achieving one's personal best as a caring, responsible citizen. The Creed inspires educators, parents, and community leaders to encourage youth to focus on attitude, ethics, achievement, cooperation, service and civic responsibility. It encourages students to strive to become better human beings. By providing clear standards against which students can measure their behaviour, the Future aces Creed helps students to develop the self-discipline and confidence needed to deal with difficult situations. In this way, the Future Aces Creed helps students to resolve their differences peaceably and thus contributes to safe, nurturing, positive and respectful school environments. The Future Aces Philosophy can also support a school's Code of Conduct to allow for a proactive approach. Many schools in our district base their Code of Conduct on the Future Aces Philosophy. This creates consistent expectations of behaviour, attention to behaviours based on do rather than don't, encouragement of positive behaviours, and support for positive responses.

Schools in five boards of education have embraced the Future Aces Creed: Toronto District, York Region, Peel, Durham and York Catholic. If you are looking for a model for behaviour based on teachable skills then check out Future Aces! Participating schools receive various Future Aces support materials on how to establish the program in their school. Contact Bernice Carnegie at future.aces@home.com

4. **Tribes** is described by author, Jeanne Gibbs' as, '*a process that creates a culture that maximizes learning and human development.*' Through this process, teachers/facilitators systematically create a caring, responsive, student-centred learning community. The program balances caring and support with high expectations for all students.



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The first step in this process is the establishment of four agreements honoured by all participants: mutual respect, attentive listening, appreciation/no putdowns and the right to pass. The teacher/facilitator chooses specific strategies to support the group as it moves through the three stages of group development, called Inclusion, Influence and Community.
In the initial Inclusion stage, the focus is on creating a sense of belonging. Everyone in the group is acknowledged and has frequent opportunities to interact with others in pairs, small groups and community circles. In the second Influence stage, small cooperative groups called Tribes work together on curriculum-based assignments and collaborate to solve problems and make decisions. This is also a time to explore the group's diversity of styles, intelligences and cultures. The third stage of Community makes maximum use of the skills and talents of the group to set goals (academic and social) that challenge and stretch each member's commitment and creativity.
Tribes provides many opportunities for developing student leadership and the competencies that allow students to be personally and socially responsible. The process works best as a whole school approach which may include parents, support staff and community members as participants in the 24 hour training.

Tribes: A New Way of Learning and Being Together by Jeanne Gibbs, C2000. CentreSource Systems, Sausalito, CA.
Guiding Your School Community to Live a Culture of Caring and Learning: The Process is Called Tribes by Jeanne Gibbs. 1999. CenterSource Systems, Sausalito, CA.
Web site: www.tribes.com

5. ***Second Step®*** is a violence prevention curriculum for preschool to grade 9. It is a whole school based social skills program, involving teachers, administrators, parents and students. The program teaches skills in three areas: Empathy, Impulse Control, and Anger Management. Empathy means identifying and understanding other people's feelings and the skills taught to the children include: listening, acknowledging others' feelings and 'I feel' messages which enable children to communicate how they feel about another person's behaviour. Impulse Control involves problem solving, using a 5 step rubric. Anger Management looks at how children can recognize, understand and control anger. There are four steps given to children to assist them when they are angry—teaching them how to calm down and how to solve the problem. *Second Step®* has been proven effective in decreasing students' violent and aggressive behavior, and it is the most widely used program of its kind throughout the U.S. and Canada. Teaching *Second Step®* as part of your whole school guidance program, allows many opportunities for students to improve their student development, and interpersonal development competenices, while bringing a whole school community together with a common language framework.

6. Steps to Respect: A Bullying Prevention Program™ is a research-based, schoolwide approach to help foster a safe, caring, and respectful school environment.
This self-contained, easy-to-use program is designed for schoolwide implementation,

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with lessons for the upper-elementary grades (3-5 or 4-6). Language arts and social-emotional learning are combined in the curriculum's literature lessons, which are based on popular children's books. A fully scripted staff training manual (complete with video) is included. Steps to Respect acknowledges that educating the entire school staff is critical to addressing the problem of bullying,
Some examples of the Steps to Respect lessons are: Friendship Begins with Respect, Reporting Bullying, Joining a Group, Put-Downs Hurt, Conflict Between Friends, and Bodies and Bullying.

All materials and catalogs from Committee for Children, Seattle, WA, 1-800-634-4449
Be sure to check out their informative web site at www.cfchildren.org. (lots of information on bullying, harrassment, character education, violence statistics, and more!)

7. **Career Cruising** (Ministry funded) is a great Canadian career guide that Ontario students can access on the web at www.careercruising.com Each school has been given a special username and password that lets its teachers and students log on at this web site - you can even log on from your home computer. To find your school's username and password, or to download copies of Career Cruising's classroom-ready lesson plans and worksheets, go to http://osca.ouac.on.ca then click on 'Access Career Cruising'. Career Cruising has many features that will be useful for students: an easy-to-use career interest quiz called "Career Matchmaker" which can help students find careers that suit them; and in-depth information on hundreds of different careers – traditional and non-traditional; multimedia interviews with real people in every career; and comprehensive information on Canadian colleges and universities. This new version includes teaching activities and many new features that will support the delivery of the 'career exploration activities' program delivery component. Even those that are familiar and love the old Career Cruising will find the new and updated version a welcome addition to their career development work.

8. **Destination 2020** is hot off the presses! Three years in development through community agencies and pilots with departments of education across Canada, the school edition of Destination 2020 was finalized over the summer. This new program teaches students they have been developing a broad cross-section of life and work skills all their lives, through school, home and community activities.

This series of five sessions of 8 hours was created to bolster self-esteem of youth, ages 11-14, with the recognition of the many skills they are acquiring now and how these skills will be useful in their future careers.

The Metaphor for Destination 2020 Build Your Work Skills is time travel. Each student becomes a time traveller... beginning with "ground school" -- their pre-flight training. Students first look at how they travel through time to imagine what a day in their life would look like in 2020: what skills will they have and how they will be using them? They can also look at Life/Work Maps of some of the people profiled and create their own projected Life/Work Map.

To find out more about Destination 2020 visit http://www.careerccc.org
Check out the on-line version at http://www.careerccc.org/destination2020/
This unique Web site helps youth discover how everyday tasks can help them build skills they will need to face the many challenges of the workforce.

9. Paws In Jobland (introduced in Fall of 2000)

Meet Paws…the friendly dog who will take children on a journey of Jobland. A fun new multimedia package for elementary schools!
In Jobland students actively explore 20 work environments in the community. Over 100 careers come to life with actual workers talking about their jobs. A game style quiz reviews student learning and reinforces problem -solving skills. Paws in Jobland ignites elementary school students' career awareness through a fun and entertaining introduction to the world of work. Included with the CD, are dozens of classroom lessons, engaging all learning modalities, reproducible worksheets, curricular links, as well as a cross-reference check list of Paws in Jobland activites matched with the competencies in Choices in Action. Paws in Jobland allows opportunities for students to develop competencies in all three areas of learning in CIA!
Congratulations to Paws in Jobland who is the recent winner of the **Career Education Citiation Award** (given in recognition of an outstanding contribution to the career awareness of young people in the Province of Ontario). *"Paws in Jobland* was chosen for versatility and its widespread use in elementary schools throughout Ontario. *Paws* won because the educators love it!" If you were at the annual OSCA conference this year in Ottawa, you may have seen Jim Brown, Bridges' Career Development Solutions Consultant in Ontario, accepting the award.

Check out the web site at http://www.careerware.com/products/canada/pawsca.htm
All kits include one set of support materials with Elementary School Lesson Plans, poster, and stickers. You can order by phone by calling 1-800-267-1544

10. The Real Game Series introduces students to the realities of the adult world of work in a non-threatening way. Through the **Real Game Series** students discover personal skills and talents, reinforce positive self-concept, relate school experience to career choices and work rules, explore the relationship between work and broader life roles, and are introduced to the concept of lifelong learning. 75 Canadian and 35 American schools (more than 5,000 seventh and eighth graders, teachers, counselors, parents and curriculum specialists) helped create the first edition of **The Real Game**. It was launched in January 1996 and is now used in more than 35,000 North American classrooms. Following the international pilot of **The Real Game**, educators and career specialists adamantly called for development of versions for both older and younger students, and for adults. The series of unique programs has been developed under the guidance of an International Advisory Group of more than 50 respected career specialists assembled by NLWC and NOICC. Now available in the elementary series are: **Play Real Game** – grades 3-4; **Make It Real Game** – grades 5-6; and **The Real Game** – grades 7-8. The experiential, interactive style of the Real Games Series is a high interest career exploration activity to complement your whole-school guidance program.

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The series is put out by the National Life/Work Center. 1-800-956-GAME
Also, be sure to check out www.realgame.com – the web site is fabulous and you can even play a game on-line!

As a leader on your school's *Program Advisory Team*, you may be reviewing programs and resources to include as part of your school's comprehensive whole-school guidance and career education program plan. With cuts to guidance staffing and decreased available funds, enriching a schools guidance program can be quite a challenge! It is important that your school administration understand and support a pro-active, planned and developmental whole-school guidance and career education program – its priority goals, its maintenance goals, whole staff involvement, student and parent responsibilities, the cost of effective programs, and the materials needed. Perhaps, then, the place to start is with the Principal. It is important that the Principal has an in-depth understanding of a comprehensive planned program to address the student competencies in Choices into Action. Principals are to provide leadership for the guidance and career education program. *(see pages 26-29, Choices Into Action, 1999).* The school guidance counsellor, or one teacher assigned guidance responsibilities, cannot carry out the responsibilities of a schools Program Advisory Team alone. The team approach allows for opportunites to meet regularly to search for ways that all school personnel can work together more efficiently in the delivery of guidance programs and services. *"We are, each of us angels with only one wing; and we can only fly by embracing one another."*- Luciano De Crescenzo, Author.

Next school year, (2002-2003) we will be asked by the Ministry of Education, to take a closer look at our schools Guidance and Career Education Program through the use of a Program Effectiveness Survey. *'Every three years, each principal will conduct a survey to gather information to determine the effectiveness of the school's guidance and career education program and to help improve the program'* (Choices into Action, page 25). Provincial resources are being developed to support the *Program Effectiveness Survey* for all schools. The 2002 launch will include a resource binder and an interactive CD that generates and scores your own school survey. The Ministry resources and the survey are being piloted this school year across the province. Your school programs' effectiveness will be determined by students' achievement of competencies, ongoing communication with parents and community partners, and formal program evaluation through the program effectiveness survey. In an effective program, everyone in the school knows that "guidance" is everyones business.

We know that effective school guidance plans employ specific strategies to enhance the student development, interpersonal development, and career development of all students. We know the school counsellor is a professional educator who addresses the needs of students comprehensively through the implementation of a K-12 developmental school counselling program. We know you are making a difference for students, and we know, "if you build it…they will learn." All the best in the review, development, implementation, evaluation and marketing of your school's guidance and career education plans.

This Top 10 List was researched, tested, and compiled by Kathy Lott.
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